

ABSTRAK

MODEL PELATIHAN ASESMEN MEMBACA PERMULAAN BAGI GURU SEKOLAH DASAR KOTA BANDUNG (Studi Kualitatif di SD X Kota Bandung)

Zulfitrah
1201651/PKKh SPs UPI

Terdapat banyak model pelatihan yang telah diterapkan dalam meningkatkan kemampuan guru. Penelitian ini berhubungan dengan model pelatihan asesmen membaca permulaan bagi guru di SD X Kota Bandung yang sesuai dan tersrtuktur, namun pelatihan hendaknya dilakukan berdasarkan kemampuan dan kebutuhan guru. Penelitian ini menggunakan metode deskriptif dengan pendekatan penelitian yang digunakan adalah kualitatif. Tujuan dari penelitian ini adalah untuk menghasilkan model pelatihan asesmen terkait kemampuan guru dalam mengasesmen peserta didik. Fokus penelitian ini adalah untuk menghasilkan model pelatihan yang sesuai dengan kebutuhan guru di SD yang meliputi, asesmen membaca permulaan yang diterapkan guru di sekolah selama ini , kebutuhan yang diperlukan dalam merumuskan model pelatihan asesmen membaca permulaan di sekolah, model pelatihan asesmen membaca permulaan yang sesuai dengan kebutuhan guru di sekolah. Pelatihan asesmen membaca permulaan ini terkait 3 tahap utama, yaitu: a) Tahap persiapan instuktur yang meliputi *Training Needs Assessment* akan kebutuhan dan hambatan peserta tentang asesmen dan permasalahan dalam membaca permulaan, b) Tahap Pelaksanaan yang meliputi mekanisme pelatihan dan strategi/teknik pelatihan, c) Tahap Evaluasi. Model pelatihan yang telah dirancang kemudian divalidasi melalui kegiatan FGD (*Focus Group Discussion*). Hasil penelitian ini menunjukkan belum adanya model pelatihan bagi guru yang bisa mengakomodasi kebutuhan guru sehingga berdampak kepada guru melakukan asesmen kemampuan, hambatan dan kebutuhan peserta didik dalam membaca permulaan, yaitu mengidentifikasi, melakukan proses *screening*, membuat profil peserta didik dan memberikan rekomendasi serta belum adanya panduan asesmen guru dan sekolah dalam mengasesmen membaca permulaan peserta didik.

Kata Kunci: Model Pelatihan, Asesmen Membaca Permulaan

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BAGI GURU DI SEKOLAH DASAR KOTA BANDUNG**

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ABSTRACT

EARLY READING ASSESSMENT TRAINING MODEL FOR TEACHER OF ELEMENTARY SCHOOL (Qualitative Studies in Elementary School X in Bandung)

Zulfitrah
1201651/PKKh SPs UPI

There are a lot of training models that have been applied to improve the ability of teachers. This research related to the early reading assessment training model for teachers in Elementary School X in Bandung which is appropriate and structured, but the training should be based on the teachers' capabilities and needs. This study applied a qualitative approach with descriptive method of research. The purpose of this study is to produce a model of assessment training related to teachers' ability in assessing learners. The focus of this research is to produce a model of training which is appropriate to the needs of teachers in elementary school that includes, the existed assessment of early reading that is applied by teachers in school, the needed resources to formulate a model of early reading assessment training in school, a model of early reading assessment training which is appropriate with the needs of teachers in the school. The early reading assessment training is linked into 3 main stages, which are: a) the instructor preparation phase that includes a Training Needs Assessment of the needs and resistances of participants on assessment and problems in early reading, b) the implementation phase which includes mechanisms and strategies/techniques training, c) evaluation phase. A training model has been designed and then validated through Focus Group Discussion (FGD). The results of this study indicate the absence of a model for teacher training that can accommodate the needs of teachers, which leads to the teacher assessing the capabilities, constraints and needs of learners in early reading, that are identifying, doing the screening process, creating a profile of learners and providing recommendations as well as the absence of teachers and schools guidelines assessment in assessing the early reading of learners.

Keywords: Training Model, Early Reading Assessment